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ABSTRACT

A package of supplemental materials for use in junior and senior high schools at all levels of language learning is designed to acquaint students with the concept of a second language as an adjunct career skill. Seven activities, designed to develop the student's career awareness, are to be completed in English, French, German, or Spanish. The activities include analyzing values that relate to job selection, role-simulation of career situations, and minidramas based on cross-cultural situations. A group on-site interview activity designed to show students the availability of careers in their own community that require the use of a second language is included. Two filmstrips that are available to supplement the material present the possible economic advantages of second-language learning and demonstrate the need for cross-cultural understanding. An orientation booklet contains basic information about careers and foreign languages and a detailed teachers' guide suggests strategies for implementing the activities. Some samples of the instructional material are included. (SW)

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THERE'S A LANGUAGE IN YOUR CAREER

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THERE IS A LANGUAGE IN YOUR CAREER

Introduction

There is a Language in Your Career makes its appearance at a time when there is a new awakening nationally with respect to the need for languages in the world of work. In the past, the schools and colleges have trained language students for jobs in teaching, translating and interpreting. They have passed up the greater opportunity perhaps because they were not aware of the need to train foreign language students for non-academic positions both at home and abroad in government, business and industry.

Over the years there has been a tendency, especially on the part of United States multinational corporations to "get by" with English rather than use the other person's language. There is some evidence now which points to an increased awareness in government and business of the need to speak the language and understand the cultural values of one's associates and clients at home and abroad.

As the need for languages in the world of work becomes more and more apparent in educational institutions, foreign language teachers in the schools, colleges and universities are now taking increased interest in the possiblity of offering their students the kinds of training which would better equip them to use their language capability in careers. The recognition of this need for language proficiency in the non-academic world comes at a time when the job market for language majors is depressed. It is understatement to say that the discovery of other occupational outlets for language majors is cause for considerable excitement in the language teaching profession. Language teachers see an opportunity to render a needed service and at the same time, provide evidence to their students as well as their administrators of the very practical need for foreign language study.

It is encouraging that many career awareness projects are now being implemented

in high schools and junior high schools across the nation. In addition, universities and community colleges in many states are establishing different kinds of career language programs in an effort to meet today's needs.

Since teaching languages for the world of work is only now coming into its own, there is a demand for proper orientation materials regarding the whold concept of languages for careers. There is still a dearth of basic information for counselling students and guiding them to the exciting opportunities available.

Even more critical is the need for innovative strategies and techniques for the language classroom. Teachers who have now become convinced that there are jobs for students who have career training plus an adjunct language skill are searching for the tools and methods to train their students more adequately. The principals of career education must be integrated into the entire foreign language curriculum providing the basis for many exciting careers which require language proficiency. A completely new approach to interdisciplinary training combining language and careers is called for.

There is a Language in Your Career is offered as a response to that urgent demand. It provides hard data from recent research regarding languages and the world of work and involves the student in the process of finding out the facts for himself. It also provides practical classroom exercises and activities.

Strategies for the Foreign Language Teacher

Among language teachers today there is considerable confusion about the specific meaning of "languages for the world of work." At a university in the Midwest, a foreign language professor gave his reaction to the concept as follows: "Certainly this type of program cannot apply to our students. They don't see themselves as future laborers, but as professionals far removed from menial task situations. If they wanted career education they would have enrolled in a vocational school."

Recently a high-school French teacher in a prosperous Connecticut town exclaimed at an in-service workshop on career education and languages, "This approach is not practical for us in French. Students in our classes are not interested in the commercial value of the French language. They enjoy listening to the sound of the words and reading selections from great literature. I want them to study the beautiful Parisian language as an art." French enrollments in that area have since declined and the class was eventually dropped. In the ligh of our present situation, it is time to reassess student needs and redefine our goals.

In order to take advantage of today's opportunities a student must not only learn the languages and cross-cultural skills, but must have a high level of technical training in a career that is in demand. Traditionally language majors have prepared themselves to be teachers of language and literature or perhaps to be translators and interpretors. They assumed they could find a livelihood using their knowledge of language and literature as a primary tool. Using language ability as a primary tool for employment implies that formal training or experience in language is the first prerequisite and that the job can be done by a person who has no other career training.

We, as language teachers, have ignored the need for language as a secondary skill or as an adjunct to another skill. This concept is comparatively new in the language teaching profession but now figures prominently as a theme for conferences and workshops. Fortunately, many schools and colleges are beginning to offer different kinds of interdisciplinary programs which combine career and language training.

Using language ability as an adjunct skill in the world of work implies that one has formal training in another career or discipline. For example, a person might have engineering training as a primary tool and German as an adjunct skill. The term, languages for the world of work, usually refers to non-academic positions in government, business and industry.

The world of work is often misconstrued as referring only to "menial tasks." Actually, the term may be applied to any job or profession. Similarly, the term "career education" has been misinterpreted to refer to vocational skills generally associated with high school level training, or specialized manual and mechanical skills training. As Kenneth B. Hoyt, Associate Commissioner of Career Education, points out:

> 1) Career education includes awareness, exploration, decision making, preparation, entry and advancement. Vocational education has only one of these components, career preparation, as its main thrust.
>
> 2) Career education is for all persons. Whereas, vocational education, as it now exists, concentrates primarily on people seeking vocational-technical education below the baccalaureate level.
>
> 3) Career education emphasizes both paid and unpaid work in the lives of individuals, whereas, vocational education emphasizes preparation for work in the world of paid employment.

In the broadest sense, career education applies to any training for the life's work of an individual, whatever that may be. This definition of career education gives deeper insight into the exact nature of languages for the world of work. Work in this sense applies to all levels of careers in which language competency plays a part in carrying out one's daily assignments. It is understood that a second language competency in this case is an integral part of the totality of one's professional expertise.

A main point for consideration at this time and no doubt for some time to come is that opportunities for language majors using language training as a primary tool, such as in teaching, are extremely limited. On the other hand, there are many exciting and rewarding careers which require language ability as an adjunct skill in the non-academic world of work.

Multinational corporations are discovering the advantages which come to their companies when an international manager, controller, engineer or marketing specialist has language and cross-cultural skills which enable him to deal more effectively with the host nationals abroad.

In a recent nation-wide study more than 6,000 business firms were surveyed regarding their language requirements. Those responding to the survey (23 percent) reported more than 60,000 jobs for which language was required or considered useful. This included jobs both at home and abroad.*

Many positions abroad have language ability as a prerequisite and even though primary skill training and experience come first, the ability to communicate with the host nationals and to adjust to living and working conditions overseas are now receiving more and more emphasis by the multinationals.

In the national survey referred to above, the multinational corporations were asked to indicate the methods they are now using to satisfy their needs for language skills. Fifty percent of the companies responding indicated that they hired people with formal training (those trained in high schools and colleges). There was an indication on the part of many companies that they do, in fact, recruit people with formal language training.

Seventeen percent of the companies responding stated that they now have their own in-house language training facilities and another forty-six percent said they send their representatives to a commercial language school prior to an overseas engagement.

When firms operating abroad were asked which languages they needed most, those responding indicated the following priorities:

1)	Spanish	3)	German	5)	Italian	7)	Arabic	9)	Chinese
2)	French	4)	Portuguese	6)	Japanese	8)	Russian	10)	Indonesian

It is not surprising that these are the languages most in demand since the greatest volume of United States business is still with Europe, Latin America and

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*During 1974-75, Olympus Research Corporation (ORC) engaged in a study, "Languages for the World of Work". This information is taken from the full report prepared by Project Director, Ernest J. Wilkins, in collaboration with Project Associates, Mario Aranda, Linda Gene Walser and Rex Arnett. Toby Tamarkin, a consultant on the project helped gather data and collaborated on the curriculum development component of the study.

Canada. Of special interest is the fact that in order to operate effectively in all countries it is becoming increasingly important to deal in the vernacular of the host nationals. This is especially true in Latin America, France and Spain, but it is also a matter of concern for those dealing with countries behind the iron curtain as well as the Mideast, China and Indonesia. As evidence of this desire to use their national language in business, we need only cite the law recently passed in France (December, 1975) prohibiting the use of any English term by the media in advertising, business and broadcasting when there is a French equivalent available.

The Fortune 500 corporations were asked to indicate which fields of study would combine with a foreign language to improve liklihood of employment. Their responses yielded the information on the following table.

Fortune 500 Ratings of College Majors
Best Combined with Language Skills*

Category	Number	Percent
Business adm./mgt.	104	72.22%
Marketing/sales	94	65.28
Engineering	81	56.25
Finance	57	39.58
Accounting	53	36.81
Secretarial skills	53	36.81
International relations	41	28.47
Economics	31	21.53
Clerical skills	22	15.28
Data processing	21	14.58
Law	19	13.19
Advertising	16	11.11
Communications	12	8.33
Library skills	12	8.33
Civil eng.	11	7.64
Statistics	11	7.64
Journalism	10	6.94
Public relations	10	6.94
Eng. lang. skills	9	6.25
Others	8	5.56
Psychology	8	5.56
Area studies	5	3.47
Sociology	5	3.47
Cultural studies	4	2.78
Political science	4	2.78
Fine arts	3	2.08
Public admin.	3	2.08

*Companies responding to one or more items: 144; Kendall's coefficient of concordance between above rankings and export management companies: 0.8422

An excellent list of corporations that have career opportunities for people with career training plus a language skill is the "Fortune 500". Each year Fortune magazine revises the information regarding total numbers of employees, assets, profits, etc. and publishes the list of the top 500 corporations. If one is looking for a job overseas, this is an invaluable source of information. In order to be classified among the top 500, a corporation would more than likely have international holdings and operations.

Another source of information about companies doing business overseas, that is, outside of the United States, is the Association of Export Management Companies (EMC). These companies handle foreign trade for firms that do not have their own international division. There are 669 Export Management Companies in the United States at the present time which belong to an association of EMC's. Their principal value is their ability to market products overseas. Their representatives must know languages and be experts in all aspects of foreign trade.

In addition to the opportunities abroad for qualified personnel in United States business firms, there are also many United States government jobs which require a foreign language as an adjunct skill. The government has a much more detailed inventory of its requirements in this respect than business. For years the Foreign Service Institute and the Defense Language Institute have provided language instruction for government and military personnel who need specialized career training plus language competency. Even so, there are still a considerable number of posts around the world in the more commonly taught languages where the language-designated positions are not now filled by personnel with the language qualifications required.

As in business, the government has need for many types of expertise. From economics to engineering and from medical work to legal services there is need for highly trained personnel who also possess language skills.

Allen Weinstein, a spokesman for the FSI claims that for the most part language majors from high schools and colleges as well fall short of the language standards

required for government service. He points out the necessity for a high degree of oral proficiency in a language in order to qualify for government work. In addition, language majors have sought employment on the basis of their language training alone without giving due consideration to government needs in terms of other disciplines.

According to a recent publication of the United States government, "Employment Abroad, Facts and Fallacies," the opportunity today for young Americans to study or travel or work overseas is great and becoming greater. Reading this entire pamphlet, one gets the impression that landing a job overseas is not easy, but with perserverance, hard work and good qualifications it is possible.

> "An elementary or better knowledge of one or more foreign languages is always an asset. One who expects to work abroad should seek to become proficient in the language of the country in which he expects to be stationed.
>
> There is said to be a great discrepancy between the supply of and the demand for qualified persons to give overseas service, work with foreign nationals, participate in international conferences and carry out other assignments in which the lack of foreign language proficiency is a serious handicap."

Commenting on the need for cross-cultural skills, the Chamber of Commerce publication asks, "Will the employee fit into the cultural, linguistic and economic climate and will he prove adaptable enough to stick it out?" Language proficiency is recognized by the government as a prime requisite in assessing the ability of a person to adapt to overseas living. In addition, they see the need for a formal training in cross-cultural communications.

In government agencies such as the Agency for International Development (AID) and in the State Department, a list of language-essential positions is periodically prepared. In addition, there are other agencies and departments such as the Departments of Justice and Commerce which regularly hire a certain number of people whose jobs require a knowledge of a foreign language. On the following table you will find the approximate numbers of people hired by the United States government for language-designated positions and other language-essential jobs.

Summary of Language-Designated Positions
by Agency of the U.S. Government
(1974 approximate figures)

Peace Corps	7,000
United States Information Agency	8,800
National Parks	2,100
Department of Justice	1,600
Foreign Service	1,100*
Department of Commerce	1,000
Agency for International Development	855
Journal of Publications	650
Library of Congress	635
Customs Service	613
United Nations	477**
Department of Agriculture	125
Inter-American Agency	72
Patent Office	50
Census Bureau	25
Other	150
Total	25,252***

*not duplicated in other departments such as USIA, AID, etc.
**U.S. government employees assigned to U.N. mission.
***missing from this total are the following significant agencies:
CIA (information is classified)
FBI (information is classified)
Department of Defense (comprehensive figures for military and civilian positions were unavailable)

An indication of which languages are most important to the military and the government agencies is given by the forecast of the number of people to be trained in languages at the Defense Language Institute in 1976. This is a significant indication of our national interest and involvement.

Defense Language Institute-Forecast 1976

Russian	1158
German	580
Spanish	467
Korean	354
Arabic	281
Mandarin	266
Vietnamese	197
French	182
Polish	182
Czech	121
Thai	120
Italian	74
Hebrew	42
Hungarian	36
Total	4135

Domestic Jobs which Require Foreign Language

A 1975 survey of newspaper advertisements requesting language skills reveals that the need is spread across a wide range of job titles. The survey included the following: The New York Times, The Washington Post, The Seattle Times, The Chicago Tribune, The Denver Post, The San Francisco Examiner Chronicle and The Los Angeles Times. The Sunday edition of these newspapers was surveyed for a period of 15 weeks from March 23 through June 29, 1975. Many of the job openings were for positions within the United States. A summary of the findings follows:

Newspaper Advertisements
for Positions which Require a Language

Major Category	No. of openings	Travel or For. Residence	Spanish	French	German	Other
Management/adm.	65	27	42	13	3	21
Prof. services*	43	17	22	5	2	17
Educ./Soc. serv.	41	0	27	6	1	15
Superv./sales	47	8	29	4	0	14
Clerical/sec.	107	8	68	11	7	28
Skilled/semi sk.	69	1	52	9	3	21

*Professional services includes physician, engineer, dentist, etc.

During the fifteen-week period of the survey, a total of 372 job opportunities were identified which required foreign language skill in addition to career training. Note that according to the chart, there were more openings in the clerical/secretarial category than any other.

Many opportunities require travel or foreign residence and the majority of requests were for Spanish. It is significant, however, that a rather large number of requests were for French and German, especially as managers and in bilingual education (included in the category marked "other").

Of great interest was the list of actual job titles. Conspicuous is the wide variety of jobs which require languages and the exciting work opportunities available to those who have career training plus a language.

A partial list follows:

European Housing Superintendent
Food Packaging Prod. (Superv.)
Int'l. Operations (Bank)
Engineer - Structural
Mechanical
Sanitary
Traffic
Sales Mgf.-For. Marketing
Field Engineer Mgr.
Division V.P.-Multinational Corp.
Chemical Engineer
Overseas School Admin.
Job Developer (Jewish Welf. Agcy)
Market Planning Mgr.
Dir. Int'l Educ. Services
Bilingual Exec. Secretary

U.S. Embassy Admin. Asst.
Assoc. Dir. Health Admin.
Project Dir. (Health)
Architect - Commercial
Residential
Industrial
Institutional
Exec. Dir. (Health Serv.)
Civil Eng. (Peace Corps)
Int'l Personnel Mgr.
Editor-translator
School Psychologist
Asst. Dir. Case workers
General Mgr. Int'l Corp.
Int'l Money Manager
Internist

Accountant
Registered Nurse
Int'l Sales Person
Group Comptroller
Social Worker
Respiratory Therapist
Music Librarian
Psychologist
Int'l Finance Dir.
Imports Mgr.
Asst. Refer. Librarian
Marketing Team Asst.
Senior Auditor (Chemical)
Int'l Secretary
X-Ray Technician
Quality Assurance Spec.

For skilled and semi-skilled workers there are job opportunities in such positions as: auto salesman, furniture salesman, cook, plumber, medical typist, receptionist, retail sales, legal secretary, teenage counselor, housing superintendent, construction worker, etc. For these positions the native American is in competition with the native speakers of Spanish, Japanese or Portuguese as the case may require. Of course the native American with language ability would certainly have an advantage over native Americans whose qualifications were otherwise comparable. These semi-skilled opportunities are much more prominently advertised on the West Coast, especially around Los Angeles, San Diego and San Francisco where there are large concentrations of speakers of other languages.

In places such as Miami, Florida, where an estimated 50% of the population speaks Spanish, a native American applying for a job which requires meeting the public is at a distinct disadvantage if he/she does not speak that language as well as English.

Some native Americans as well as new immigrants whose home language is other than English need to learn English as a second language to be able to perform their work in the United States. Of great urgency currently is the need for United States citizens to communicate with native Americans whose English fluency is not sufficient to give them equal educational opportunities. The national effort to teach children in the language

they understand best is a very substantial undertaking and a great many more bilingual education teachers need to be trained. Again, this is a major career which requires language as an adjunct skill. The main requirement is for competent educators who can train young people in their home language.

Also high on the priority list is the need for personnel trained in law enforcement, health and hospital services, social work and an array of other public services which demand career training plus a foreign language.

From the evidence presented, we feel confident in stating to today's language student that there is definitely a need for languages in the world of work. The point has been clearly made that opportunities for language students in government and business are open only to those who have career training in one field plus a high degree of language proficiency as a secondary or adjunct skill. In the non-academic career fields, the ability to read and analyze a literary passage is not considered as important as the ability to use the language in conversational situations related to one's daily work.

Activity 1 THERE'S A LANGUAGE IN YOUR CAREER
Sound filmstrip

This filmstrip deals with Michael, a typical foreign language student in today's classes. His major preoccupation--"Why am I studying a foreign language? When will I ever use it?" After dropping out of French class, Michael discovers that to be an effective corporation representative one needs career training plus second language and cross-cultural skills. Many job opportunities here in the United States and overseas which require a second language are presented in this filmstrip. There's a Language in Your Career can be used effectively in the classroom, at a Parent-Teachers' meeting or for a general student assembly.

Classroom Presentation

Step 1: Prior to viewing the filmstrip, each student will write a paragraph giving his reasons for studying a foreign language. This will serve as a basis for comparison with his impressions after the filmstrip presentation. (See Student Worksheet-Activity 1)

Step 2: The class watches the filmstrip, There's a Language in Your Career.

Step 3: After students have seen the filmstrip they will respond to the true-false statements in Section B of the worksheet. The teacher will then lead a class discussion helping the students compare their reasons for studying a foreign language before and after viewing the filmstrip.

True-False Key: 1-F 2-T 3-F 4-T 5-T

Rationale:
1) According to the filmstrip there are hundreds of careers where a second-language skill is an advantage.
2) Michael was deficient in both second-language and cross-cultural skills needed for "total communication".
3) It is obvious to teachers that job opportunities in teaching, translating or interpreting are not abundant.
4) When one learns language skills as they relate to a specific career, one is better prepared for the job.
5) People need more than natural instinct to deal with complex cross-cultural situations.

Step 4: Students complete Section C and hand in the worksheet.

Parent-Teachers' Presentation

After the class has completed Activity 4, the teacher may select one or two appropriate situations and invite students to role-play them for the parents.

Step 1: Show parents the filmstrip (15 minutes)

Step 2: Students' presentation of one or two career situations. (6 minutes)

Step 3: Allow time for enjoyable interaction between parents and students.

General Student Assembly Presentation

Present this filmstrip as the opening segment of a "Why Study Foreign Languages?" assembly given in the Spring (perhaps during Foreign Language Week) as an incentive to

students to elect language courses for the coming year. Students enrolled in foreign language classes should plan short presentations showing activities they have enjoyed in the language program. If students have participated in a travel experience at home or abroad, slides of this activity can be used. This is a good opportunity for the guidance counselor to speak briefly about foreign language requirements in nearby colleges.

Activity 2 Foreign Languages and Careers--A Personal Inventory

Each student will fill out the questionnaire (Student Worksheet-Activity 2) for class discussion. Teachers may divide the class into groups of three or four to discuss their personal preferences and then to share them with the class or teachers may lead a full class discussion.

Activity 3 Values Clarification and Career Exercise

General Information

When you use a values clarification exercise in the classroom, an atmosphere of honesty, frankness, acceptance and respect must be encouraged. There should be no moralizing. Tell students to let you know if they feel pressured towards a particular viewpoint.

If a student does not want to respond, he must always be allowed the option to "pass". A pass is accepted as though it were any other response.

A teacher should participate in the exercise and discussion whenever possible. The best time for the "teacher's view" is after students have had a chance to express their own ideas. The teacher shares his own values, but does not impose them.

Groups of three or four students carry out the activities. They operate under three rules:

1) Rule of focus--Each person has (3-5) minutes to present his data. He gets the full time. Other group members use body language (head nodding in approval, smile, etc.) to assist the focus person.
2) Rule of acceptance--Teacher and students must be supportive. Express understanding, not disagreement or negative feelings.
3) Rule of drawing out--If necessary, assist the person talking with short questions but do not shift the focus away from him/her.

Activity Presentation

This activity will allow students to discover how much they really know about their own personal career choices. They may want to increase their understanding of a particular career by looking up information they were unable to obtain in the class.

Students are to list three jobs they might consider. They should not be hampered by qualifications (age, education, etc.) in this activity. Next, each student will complete the worksheet questions about each job (short answers are called for).

In groups of three or four, students discuss their personal career choices and reasons for their preferences. The teacher should remind students to use the rules of focus,

acceptance and drawing out. After the discussion, students may complete the following statement: "I was surprised to learn that..."

This exercise can be done in the target language by intermediate or advanced language students.

Activity 4 Job Information Search

Using one of the careers selected in the previous activity, each student will find the worksheet information (Activity 4) in either the Dictionary of Occupational Titles or the Occupational Outlook Handbook.

The student should be encouraged to record this information in the target language (making use of a good dictionary) and to hand the report in to the teacher for correction.

The above two reference books are usually found in either the school library or the guidance center. Otherwise, the Occupational Outlook Handbook may be ordered from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Another excellent resource is the paperback, Career Opportunities in the International Field, by James E. Knott which can be ordered from:

School of Foreign Service
Georgetown University
Washington, D.C. 20057

Activity 5 Working in the Language - Role Playing

Each student will select, according to personal interest, three of the careers presented in Activity 5, marking 1, 2 or 3 in order of preference next to the role he wishes to portray (one being first choice). Teachers assign each student to one dialog, considering student preference (as per Student Worksheet) wherever possible. Students will memorize the dialog for classroom presentation, taking care to make their skits as authentic as possible through the use of props and by acting convincingly. Each pair of students need only receive a copy of the dialog they are preparing.

Either a certificate of award or a small prize may be provided for students who excel in the following: Pronunciation; fluency; and, dramatic presentation.

Students should have the opportunity of working on this activity in class so that the teacher can serve as a resource person. Since the skits are short, all presentations may be made on the same day or they may be scheduled a few each day. Vocabulary that skit members feel will not be understood by the class should be translated on the board.

A form is provided for judging the skits. The teacher may serve as judge or may involve the entire class. Other judges may be recruited from the language faculty.

Activity 5 Judge's Form
Each category is rated on a scale of 1 to 5 with 5 indicating highest excellence.

Skit No. - Members		Pronunciation	Fluency	Dramatic Presentation
A1	Policeman	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Criminal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
A2	Judge	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Criminal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B1	Hospital Adm.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Patient	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B2	X-Ray Technician	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Patient	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
C1	Employment Couns.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Client	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
C2	Receptionist	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Client	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
D1	Hotel Clerk	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Traveler	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
D2	Car Rental Agent	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Traveler	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
D3	Guide	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Traveler	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
E1	Bilingual Teacher	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Parent	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
E2	Counselor	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Student	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
F1	For. Serv. Officer	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Traveler	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
F2	Customs Agent	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Traveler	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
G1	Int'l Marketing	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Client	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
G2	Bank Teller	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Client	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Activity 6 Career Exploration

Students will select two careers that interest them. The teacher will form groups of three (or four) according to student preference (Student Worksheet A) wherever possible.

Students will set up an appointment at the career site that is convenient for members of the group and the company. Each group will complete Worksheet B with their plans for the visitation. They will practice the questions provided in the target language so that they are familiar with the vocabulary and pronunciation.

Worksheet C contains the task assignment to be done at the career site. Wherever possible this information should be gathered in the target language (groups may write answers directly on the worksheet). Students may want to take pictures at the career site or to record the interview with a portable cassette unit. They should be encouraged to bring back to the class any materials (such as special forms, publicity materials, etc.) that are currently in use at the job site.

Students should be given an opportunity to make an oral presentation to the class regarding their experience. Whenever possible this should be done in the target language. The realia they bring from the career site may help form the basis of new role-play activities that are accurate, and therefore, meaningful.

The possibility of carrying out the specific student task assignment suggested in this activity depends on the resources available. Care should be taken to assign students only to career sites which are appropriate in a given community. In many cases there will be resources in the community which are not included here. For example, in port cities there are many agencies and corporations that regulate foreign commerce, travel and immigration. In other locations there will be many additional career resources which lend themselves to inclusion in this activity.

Wherever they go, students should be careful to explain that they are participating in a school project; they must be courteous and wait until the contact person is free to talk with them.

Activity 7 Minidramas based on Cross-Cultural Situations

The role of culture in the total communication process is most important—especially as it relates to the world of work. The minidrama filmstrip depicts cross-cultural differences in three specific situations: 1) in France; 2) in Germany; and, 3) in Spain. They involve American business executives who, for our purposes, are presented as being unable to deal correctly with different customs.

A sample minidrama is provided as an orientation for the class prior to the presentation of this filmstrip. It is suggested that this minidrama, which takes place in India, be read aloud either by the teacher or by volunteers from the class. The teacher may also elect to give each student a copy of the dialog to read quietly. Students are to list on a piece of paper any conflicts they feel occurred during the conversation between Mr. Nandara and Mrs. Jones. Divide the class into groups of three for a five-minute discussion and have each group place one or more conflicts that they have discovered on the blackboard. Students may decide which items listed on the board they feel were basic points of misunderstanding.

Cultural conflicts such as those presented in the minidramas may cause ill-feelings between the American businessmen and their foreign contacts. The results of a series of such differences as regards "getting the job done" might be discussed. Minidramas are useful in helping students increase their perception of cultural differences. This practice in class will be enjoyable as well as enlightening.

The filmstrip should be presented one minidrama at a time. Stop the machine at the end of each drama (the minidrama will end with a black slide) and have the class work in small groups to list basic conflicts they noticed. The groups need only a few minutes to discuss their views. The teacher can then ask for comments from the groups. The filmstrip presents the French minidrama first, the German next, and the Spanish situation third.

At the end of the session point out to the class: HOW DOES ONE AVOID THESE CULTURAL CONFLICTS?

1) Learn ahead of time all you can about the target culture from books and resource persons who are from the area or who have visited there.

2) Observe the behavior of others in the host country first and try to imitate it whenever possible.

3) When something is confusing, ask about it. People will appreciate your interest and unless the custom is steeped in religious symbolism which cannot be revealed, they will explain it to you.

Minidrama Answers:

India — It is impolite of Mrs. Jones to ask about the family of this business associate.
In India, one does not serve himself (the coke, for example) as there are servants who do this task.
Mrs. Jones is rushing the business aspect. Time is important to her, but in this culture business cannot be rushed. Time is for enjoyment as well as work.
It is unthinkable for Mr. Sumatra to join the group or even for an associate to join in. Even an associate of equal social standing who entered the room probably would not be introduced to Mrs. Jones.

France - Mr. Smith is too casual in his greeting as compared to the Frenchman.
Customarily there are no water fountains in office buildings. Bottled water is used which may or may not be carbonated.
Mr. Smith thinks Mr. Massa's key asset is his English ability. He doesn't realize that the French prize their own language nor does he see the need for speaking French with Mr. Massa.
In the United States the military is now considered less important while in France the military parade is a major event.
Mr. Smith does not realize that for Frenchmen the art of living includes eating elegantly and with great care.
Mr. Smith is insensitive to the difficulty Mr. Massa might have with idiomatic expressions. ("grab something")
Mr. Smith places prime importance on getting the job done and considers it inefficient to take time out for lunch or to watch a parade.

Germany -- The Germans generally would not invite businessmen to their home.
Germans do not mind occupying the same table with others.
Mr. Brown keeps referring to Mr. Kleindienst as Fritz. This shows a lack of respect since Germans use titles a great deal more than we do. Their's is a more formal relationship.
Mr. Brown insists on talking shop while Mrs. Kleindienst prefers to enjoy the evening and the interpersonal encounter.
Competition for motivation in sales works well in America. It may not work as well in other cultures.
"Thank you" implies "no, than you" in Germany. The word "bitte" would mean "yes, please".

Spain -- Women in Spain are expected to dress in a more feminine fashion than Miss Green's pantsuit.
It is difficult to keep a tight schedule regarding business or any other appointments in Spain.
The social distance between people is somewhat closer than in our society whether two men or a man and a woman are talking.
The Spanish attitude towards time is that it is to be enjoyed as well as used to accomplish something.
The dinner hour in Spain is late and a play, therefore, has a very late showing.
A man would never allow a woman to pay even a business appointment. Machismo and the sense of being the host in his country are strong.
On religious holidays everything is closed and only limited services are provided.

Activity 1 THERE IS A LANGUAGE IN YOUR CAREER Student Worksheet
Name:

A. I am studying a foreign language because _____

_____

_____

_____

_____

B. True-False Mark the following statements either True or False after viewing the filmstrip, There's a Language in Your Career.

1) A foreign language skill is an advantage in very few careers. _____

2) Total communication depends on cross-cultural skills and language capability. _____

3) Today there are many job opportunities requiring foreign language as a primary skill. _____

4) Language skills acquired in career-oriented programs are more saleable than language skills acquired in literature-oriented programs. _____

5) Cross-cultural training is more effective than natural instinct when dealing with people of other cultures. _____

C. My reactions to the filmstrip and the class discussion: _____

_____

_____

_____

_____

_____

Student Worksheet
Name:

Activity 2 Foreign Languages and Careers--A Personal Inventory

1) By now you have probably had considerable work experience. Which, of all the jobs you have held, was most enjoyable?

_____ Why? _____

_____

2) You have also participated in various school activities. Which of them gave you the most satisfaction?

_____ Why? _____

_____

3) Do you know anyone (either family for friends) who speaks a second language?

Yes_____ No_____ Who?_____ Which language?_____

Is this language used at work?_____

If yes, explain:_____

_____

4) Can you communicate with this person in the second language? Yes_____ No_____

If yes, how does this make you feel?_____

_____

5) At present, what career most interest you?_____

Would a second language be benficial in that career?_____

Explain:_____

_____

_____

Student Worksheet
Name:

Activity 3 Values Clarification and Careers

List three job choices that you might consider as your life's work. Do not worry about specific qualifications such as age, education, etc. for this activity. Select anything that seems interesting to you. In the space provided below, answer the ten questions regarding each of your choices.

CHOICE ONE_____ CHOICE TWO_____ CHOICE THREE_____

No. 1. Does anyone in your family work in this career?

Choice 1_____ Choice 2_____ Choice 3_____

No. 2. Do you personally know anyone who has this career? If yes, who?

Choice 1_____ Choice 2_____ Choice 3_____

No. 3. Have you done any reading about this career? Where?

Choice 1_____ Choice 2_____ Choice 3_____

No. 4. Have you spoken to anyone about what this career is like? If yes, to whom?

Choice 1_____ Choice 2_____ Choice 3_____

No. 5. What is the approximate salary for this career choice?

Choice 1_____ Choice 2_____ Choice 3_____

No. 6. Is there special training required?

Choice 1_____ Choice 2_____ Choice 3_____

No. 7. Is college required?

Choice 1_____ Choice 2_____ Choice 3_____

No. 8. Is this type of career available near your home (in your town, city or state?)

Choice 1_____ Choice 2_____ Choice 3_____

No. 9. Is the work schedule fixed or flexible?

Choice 1_____ Choice 2_____ Choice 3_____

No. 10. Would you have a boss or be relatively on your own?

Choice 1_____ Choice 2_____ Choice 3_____

(French)

Activity 4 Job Information Search Student Worksheet
Name:

Using the career you feel most interests you at the present time (perhaps one of your selections in Activity 2 or 3), find the following information in either the DICTIONARY OF OCCUPATIONAL TITLES or the OCCUPATIONAL OUTLOOK HANDBOOK. These reference books are usually found in the library, the guidance center or the language classroom. Your teacher may ask you to write the report of your findings in French.

TITRE DE L'EMPLOI:

BREVE DESCRIPTION DE L'EMPLOI:

SALAIRE APPROXIMATIF:

ETUDES NECESSAIRES:

ENTRAINEMENT TECHNIQUE NECESSAIRE:

POSSIBILITE D'EMPLOI FUTUR:

(Spanish)

Activity 4 Job Information Search Student Worksheet
Name:

Using the career you feel most interests you at the present time (perhaps one of your selections in Activity 2 or 3), find the following information in either the DICTIONARY OF OCCUPATIONAL TITLES or the OCCUPATIONAL OUTLOOK HANDBOOK. These reference books are usually found in the library, the guidance center or the language classroom. Your teacher may ask you tow write the report of your findings in Spanish.

TITULO DEL TRABAJO:

BREVE DESCRIPCION DEL TRABAJO:

SALARIO APROXIMADO:

ESTUDIOS NECESARIOS:

ENTRENAMIENTO TECNICO NECESARIO:

OPORTUNIDADES DE EMPLEO EN EL FUTURO:

(German)

Activity 4 Job Information Search Student Worksheet
Name:

Using the career you feel most interests you at the present time (perhaps one of your selections in Activity 2 or 3), find the following information in either the DICTIONARY OF OCCUPATIONAL TITLES or the OCCUPATIONAL OUTLOOK HANDBOOK. These reference books are usually found in the library, the guidance center or the language classroom. Your teacher may ask you to write the report of your findings in German.

BERUFSTITEL:

KURZE ARBEITSBESCHREIBUNG:

UNGEFAHRES GEHALT:

NOTWENDIGE ARBEITSAUSBILDUNG:

NOTWENDIGE TECHNISCHE AUSBILDUNG:

ARBEITSMARKT IN DER ZUKUNFT:

Student Worksheet
Name:

Activity 5 Working in the Language--Role Playing

Selection: Choose three of the careers listed below, placing a 1, 2 or 3 in order of your preference. One indicates your first choice!

A. LAW ENFORCEMENT CAREERS
1. Policeman _____
Criminal _____

2. Judge _____
Criminal _____

B. MEDICAL SERVICES CAREERS
1. Hospital Admissions Worker _____
Patient _____

2. Nurse _____
Patient _____

3. X-Ray Technician _____
Patient _____

C. SOCIAL SERVICES CAREERS
1. Employment Counselor _____
Client _____

2. Receptionist _____
Client _____

D. TRAVEL SERVICES CAREERS
1. Hotel Clerk _____
Traveler _____

2. Car Rental Agent _____
Traveler _____

3. Guide _____
Traveler _____

E. EDUCATIONAL CAREERS
1. Bilingual Teacher _____
Parent _____

2. Counselor _____
Student _____

F. GOVERNMENT SERVICES CAREERS
1. Foreign Service Officer _____
Traveler _____

2. Customs Agent _____
Traveler _____

G. BUSINESS CAREER
1. Int'l Marketing Mgr. _____
Client _____

2. Bank Teller _____
Client _____

Activity 5 Working in the Language--Role Playing

A. 1 Law Enforcement: Un(a) Policía (P) Un(a) Reo (R)

P: Su licencia de manejar, por favor

R: Aquí la tiene. ¿Qué hice yo?

P: ¿Usted no sabe cuál es la velocidad máxima aquí?

R: Sí, señor (señorita), es de 30, ¿no?

P: Quizás en Mexico, pero esto no es Guadalajara.

R: ¿Y por eso tengo que pagar una multa de 25 dólares?

P: Lo siento mucho. Estamos en la zona escolar.

R: Ah, sí--ahora veo el letrero.

Policeman (P) Traffic Offender (T)

P. Your license please.

T: Here it is. What did I do?

P: Don't you know the maximum speed here?

T: Yes sir (Mam), it's 30, isn't it?

P: Perhaps in Mexico, but this isn't Guadalajara.

T: And for that I have to pay 25 dollars?

P. I am very sorry. We are in a school zone.

T: Oh yes,--now I see the sign.

Activity 5 Working in the Language -- Role Playing

A.2 Law Enforcement: Juez (J) Reo(a) (R)

J: ¿Cómo se llama usted?

R: Me llamo Felipe (Felipa) Rodríguez, señor juez.

J: A Usted le acusan de robar la joyería Sañchez.

R: Yo no fui, señor juez.

J: ¿No tenía Usted cinco anillos cuando lo (la) tomaron preso?

R: Son de mi compañero. El me los dio.

J: ¿Así que Usted se declara culpable o no?

R: No, señor, no soy culpable.

Judge (J) Criminal (C)

J: What is your name?

C: My name is Felipe Rodríguez, your honor.

J: You have been accused of robbing Sanchez Jewelers.

C: I didn't do it, your honor.

J: Weren't you carrying five rings when they arrested you?

C: They are my friend's. He gave them to me.

J: Do you plead guilty or not?

C: No, your honor, I am not guilty.

Activity 5 Working in the Language -- Role Playing

B.1 Medical Services Dialogs: Ayudante de Admisión (AA) Paciente (P)

AA: Buenos días (buenas tardes, buenas noches). ¿Cómo se llama Usted?

P: Me llamo (Ana Fernández de García; Jesús Aragón Blanco)

AA: ¿Qué tiene Usted?

P: Tengo un dolor muy fuerte aquí en el costado.

AA: ¿Cómo va a pagar la cuenta?

P: Aquí tiene mi tarjeta médica.

AA: Está bien. Pase Usted al segundo cuarto.

P: Muchas gracias. ¡Ay, cuánto me duele!

Hospital Admissions (HA) Patient (P)

HA: Good morning (afternoon, evening). What is your name?

P: My name is . . .

HA: What's the matter?

P: I have a sharp pain here in my side.

HA: How are you going to pay the bill?

P: Here is my medical card.

HA: That's fine. Go to the second room.

P: Thank you very much. Ouch, this really hurts!

Activity 5 Working in the Language--Role Playing

B.2 Medical Services Dialogs: Enfermera (E) Paciente (P)

E: ¿Dónde le duele?

P: El brazo izquierdo--aquí arriba. ¿Está roto?

E: No me parece. ¿Qué le pasó?

P: Me caí en la escalera.

E: Lo siento. Ya viene el doctor.

P: ¡Ay! ¿Me va a operar?

E: Cálmese Usted. No es para tanto.

P: Gracias. Es Usted muy amable.

Nurse (N) Patient (P)

N: Where does it hurt?

P: My left arm--up here. Is it broken?

N: I don't think so. What happened to you?

P: I fell on the stairs.

N: I'm sorry. The doctor is coming.

P: Oh no! Is he going to operate on me?

N: Don't worry. It isn't that bad.

P: Thank you. You are very kind.

Activity 5 Working in the Language--Role Playing

B.3 Medical Services Dialogs: Radiólogo (R) Paciente (P)

P: Buenos días. Necesito una radiografía de pecho.

R: Bueno. Pase Usted por aquí.

P: Un momento, ¿me va a doler?

R: Una radiografía no le duele nada.

P: ¿Tengo que quitarme la camisa (blusa)?

R: No, sólo las medallas si tiene.

P: ¿Cuándo voy a saber los resultados?

R: Mañana mismo. Adiós.

X-Ray Technician (T) Patient (P)

P: Good morning. I need a chest x-ray.

T: Fine. Step this way.

P: Just a minute--is this going to hurt?

T: An x-ray doesn't hurt at all.

P: Do I have to take off my shirt (blouse)?

T: No, only medallions if you're wearing any.

P: When will I know the results?

T: Tomorrow. Good-bye.

Activity 5 Working in the Language--Role Playing

C. 1 Social Services: Consejero de empleos (C) Cliente (Cl)

C: ¿En qué puedo servirle?

Cl: Necesito trabajo.

C: ¿Dónde trabajó Usted la última vez?

Cl: En una finca de tobaco pero prefiero trabajar en una fábrica.

C: ¿Tiene Usted interés en algún aprendizaje?

Cl: Bueno, lo que necesito ahora es dinero.

C: Usted puede ganar mientras aprende. ¿Tiene su número de seguro social?

Cl: Sí, es el 245-76-1015. Muchas gracias.

Employment Counselor (C) Client (Cl)

C: May I help you?

Cl: I need work.

C: Where was your last job?

Cl: On a tobacco farm, but I prefer working in a factory.

C: Are you interested in training?

Cl: Well, what I need right now is money.

C: You can earn while you are learning. Do you have your social security number?

Cl: Yes it is 245-76-1015. Thank you very much.

Activity 5 Working in the Language--Role Playing

C. 2 Social Services: Recepcionista (R) Cliente (C)

R: Buenos días. ¿Cómo puedo ayudarle?

C: Quiero una cita con el trabajador social. ¿Puedo verlo ahora?

R: Lo siento pero está ocupado ahora. ¿Le conviene mañana a las dos de la tarde?

C: No, trabajo por la tarde. ¿Está libre por la mañana?

R: Sí, ¿puede venir a las diez?

C: Sí, está muy bien. ¿Debo llevar a mi vecino que habla inglés?

R: No, no es necesario. El trabajador social habla español.

C: ¡Qué suerte! Hasta mañana a las diez.

Receptionist (R) Client (C)

R: Good morning. Can I help you?

C: I would like an appointment with the social worker. Can I see him now?

R: I am sorry but he is busy right now. Is tomorrow afternoon at two convenient?

C: No, I work in the afternoon. Is he free in the morning?

R: Yes, can you come at 10?

C: Yes, that is fine. Should I bring my neighbor who speaks English?

R: No, that is not necessary. The social worker speaks Spanish.

C: What luck! I'll see you tomorrow at ten.

Activity 5 Working in the Language--Role Playing

D. 1 Travel Services: Empleado(a) de oficina (E) Viajero(a) (V)

E: ¿Tiene Usted una reservación?

V: Sí, la hice por teléfono.

E: Inscríbase en la tarjeta por favor.

V: Es para un cuarto sencillo con cama doble, ¿verdad?

E: Sí, señor (a), es el número 307.

V: ¿Llegaron cartas o algún recado a mi nombre?

E: Todavía no--ya le aviso. Buenas noches.

V: Muy agradecido. Buenas noches.

Hotel Clerk (C) Traveler (T)

C: Do you have a reservation?

T: Yes, I made it by telephone.

C: Register on this card, please.

T: I have a single room with a double bed, right?

C: Yes, sir (Mam)--it is number 307.

T: Are there any letters or messages for me?

C: Not yet--I'll let you know. Good evening.

T: Thank you very much. Good evening.

Activity 5 Working in the Language--Role Playing

D. 2 Travel Services: Agente de alquiler (de los coches) (A) Viajero (a) (V)

A: Sí, señor(a), ¿cómo puedo servirle?

V: Quiero un coche enonómico.

A. Pues, tenemos muchos. ¡Aquí nos esforzamos más!

V: ¿Cuánto cuesta por día un Vega?

A: $13.00 más 10 centavos la milla.

V: ¿Es con aire acondicionado y radio?

A: Sí. ¿Quiere los seguros contra accidentes?

V: Sí. Aquí tiene mi licencia y tarjeta de crédito.

Rental Agent (A) Traveler (T)

A: Yes sir (Mam), may I help you?

T: I would like an economical car.

A. Well, we have lots of them. We try harder!

T: How much does a Vega cost per day?

A: $13.00 plus 10 cents a mile.

T: Is that with airconditioning and radio?

A: Yes. Do you want accident insurance?

T: Yes. Here is my license and credit card.

Activity 5 Working in the Language--Role Playing

D. 3 Travel Services: Guía (G) Viajero (a) (V)

V: ¿Tiene Usted una presentación en español?

G: Sí, la próxima comienza a las tres de la tarde.

V: Me falta media hora. ¿No hay un restorán por aquí?

G: Sí, el restorán y los servicios públicos están al fin de ese corredor.

V: ¿Cuánto cuesta el boleto de entrada?

G: Es gratis, pero si quiere dar una contribución, allí tiene la caja.

V: Ahorita vuelvo con el helado.

G: Lo siento mucho pero no se permite comer ni fumar en el museo.

Guide (G) Traveler (T)

T: Do you have a presentation in Spanish?

G: Yes, the next one begins at three in the afternoon.

T: I have half an hour. Is there a restaurant near here?

G: Yes, the restaurant and the restrooms are at the end of that corridor.

T: How much is the ticket to get in?

G: The museum is free, but if you would like to make a donation, there is the box.

T: I'll be right back with some ice cream.

G: I'm sorry but eating or smoking is not permitted in the museum.

Activity 5 Working in the Language--Role Playing

E. 1 Education: Maestro(a) bilingüe (M) Madre (Padre) (P)

M: Buenas tardes. Tengo entendido que Usted tiene dos hijos pre-escolares.

P: Sí, Carlito tiene cuatro años y la nena tiene dos.

M: En la escuela aquí cerca hay un programa para los niños de cuatro años.

P: ¿De qué se trata?

M: Bueno, son clases bilingües que les ayudan mucho a los niños que no hablan inglés.

P: Sí, pero cuesta mucho, ¿no?

M: No, señor(a), no cuesta nada. Son dos horas al día.

P: Bueno--si; me gustaría mandar a Carlito.

Bilingual Teacher (T) Parent (P)

T: Good afternoon. I understand you have two preschool children.

P: Yes, Charlie is four and the baby is two.

T: The school nearby has a program for four-year olds.

P: What's it about?

T: Well, there are bilingual classes that really help the children that don't speak English.

P: Yes, but it must cost a lot, right?

T: No, sir (Mam). It doesn't cost anything. It meets two hours a day.

P: Fine. Yes, I would like to send Charlie.

Activity 5 Working in the Language--Role Playing

E. 2 Education: Consejero(a) Escolar (C) Estudiante (E)

E: Usted habla español, ¿no?

C: Sí, un poco. Pase y siéntese. ¿Cómo puedo ayudarle?

E: Es que en la clase de álgebra no entiendo al profesor.

C: ¿Es cuestión de idioma o no comprende la materia?

E: Bueno, el profesor no tiene paciencia conmigo y habla muy ligero.

C: ¿Quiere cambiar de clases? Hay una profesora de álgebra que habla español.

E: Bueno; póngame en esa clase. ¿Cuándo se reúne?

C: A la una y veinte en el cuarto 32.

Guidance Counselor (C) Student (S)

S: You speak Spanish, don't you?

C: Yes, a little. Come in and sit down. How can I help you?

S: You see in my algebra class I don't understand the teacher.

C: Is the problem with the language or the material?

S: Well, the teacher isn't patient with me and he speaks so fast!

C: Would you like to change classes? There is an algebra teacher that speaks Spanish.

S: Wow; put me in that class. When does it meet?

C: At 1:20 in room 32.

Activity 5 Working in the Language--Role Playing

F. 1 Government Service: Oficial del Servicio Extranjero (O) Viajero(a) (V)

V: Buenas tardes. Tengo aquí una invitación para visitar los Estados Unidos.

O: Sí señor(a). Esa invitación viene del departamento de estado.

V: Sí; me invitan a pasar dos meses.

O: Usted es periodista, ¿verdad?

V: Sí; soy el redactor de La Prensa.

O: Hágame el favor de llenar esta solicitud.

V: A propósito, leo y escribo bastante bien el inglés pero no hablo casi nada.

O: No se aflija Usted. Allá tenemos intérpretes excelentes que le van a ayudar.

Foreign Service Officer (O) Traveler (T)

T: Good afternoon. I have an invitation to visit the United States.

O: Yes sir (Mam). That invitation is from the Department of State.

T: Yes; they have invited me to spend two months.

O: You are a newspaper reporter, right?

T: Yes; I'm the editor of La Prensa.

O: Please fill out this application.

T: By the way, I read and write English pretty well, but I speak very little.

O: Don't worry. We have excellent interpreters there who will help you.

Activity 5 Working in the Language--Role Playing

F. 2 Government Service: Oficial de la Aduana (O) Viajero(a) (V)

O: Bienvenido a los Estados Unidos.

V: Ah, Usted habla español. ¡Qué bien!

O: ¿Tiene Usted algo que declarar?

V: Sí, aquí tiene la declaración.

O: Gracias. ¿Trae Usted productos animales o vegetales?

V: No, señor(a). No traigo nada.

O: Abra Usted las maletas por favor.

V: Pues, con mucho gusto.

Customs Agent (C) Traveler (T)

C: Welcome to the United States.

T: Ah, you speak Spanish. How wonderful!

C: Do you have anything to declare?

T: Yes, here is my declaration.

C: Thank you. Are you bringing any animal or vegetable products?

T: No, sir (Mam); nothing like that.

C: Open your bags please.

T: Certainly.

Activity 5 Working in the Language--Role Playing

G. 1 Gerente Internacional del Mercado (G) Oficial de la Compañía Local (O)

G: Muy buenas tardes. Me alegro mucho de estar con Usted aquí en Buenos Aires.

O: Es un placer verle de nuevo. Estamos a sus órdenes, como siempre.

G: Al repasar su último estado de ingresos, notamos algunos problemas que afectan la ganancia acostumbrada.

O: Sí, no sabemos por qué ganamos menos. ¡Vendemos más que nunca!

G: Será porque los gastos de operación han aumentado mucho.

O: Tiene razón. ¿Qué hacemos ahora para evitar la bancarrota?

G: En estos casos estudiamos con cuidado todos los aspectos de la administración para determinar donde se pierde dinero.

O: Muy bien. Empecemos ahora mismo. ¡Yo renuncio mi cargo!

International Marketing Manager (M) Local Company Officer (O)

M: Good afternoon. I am happy to be here with you in Buenos Aires.

O: It is a pleasure to see you again. We are at your service, as always.

M: Going over your last Income Statement, we noticed some problems that are affecting your usual earnings.

O: Yes, we don't know why we are earning less. We are selling more than ever!

M: It is probably because your operating expenses have increased a lot.

O: You're right. What do we do now to avoid bankruptcy?

M: In cases like this, we study carefully all aspects of the administration to determine where money is being lost.

O: Very well. Let's begin at once. I quit!

Activity 5 Working in the Language--Role Playing

G. 2 Cobrador(a) de un Banco (C) Cliente (C1)

C: Buenas tardes. ¿En qué puedo servirle?

C1: Quiero depositar estos cheques en mi cuenta de ahorros.

C: Muy bien, pero primero tiene que preparar una boleta de depósito.

C1: Ya la hice. Aquí la tiene.

C: Gracias. También tiene que endosar los cheques.

C1: Aquí tiene mi libreta de depósitos.

C: Muy bien. Así puedo indicarle los intereses.

C1: Y ahora me toca un regalito de ahorros, ¿verdad? ¿Qué es?

C: Lo que siempre deseaba--una foto del presidente del banco.

Bank Teller (T) Client (C)

T: Good afternoon. May I help you?

C: I want to deposit these checks in my savings account.

T: Fine, but first you must make out a deposit slip.

C: I already did that. Here it is.

T: Thank you. You also have to endorse the checks.

C: Here is my deposit book.

T: Good. Now I can fill in the interest.

C: And now I get my little savings gift. What is it?

T: Just what you always wanted--a picture of the president of the bank.

Activity 5 Working in the Language--Role Playing

A. 1 Law Enforcement: Un policier (P) Un conducteur en infraction (C)

P: Votre permis, s'il vous plait.

C: Le voici. Qu'est-ce que j'ai fait?

P: Ne connaissez-vous pas quelle est la vitesse limite ici?

C: Oui, Monsieur. C'est trente miles. N'est-ce pas?

P: Peut être en France, mais ici ce n'est pas Paris.

C: Et pour cela je dois payer vingt-cinq dollars?

P: Je suis desolé. Nous sommes dans une zone réservée à l'école.

C: Oh, oui ! Maintenant je vois le panneau indicateur.

A. 2 Juge (J) Criminel (C)

J: Quel est votre nom?

C: Mon nom est Francois Rivière, votre honneur.

J: Vous êtes accusé d'avoir volé Monsieur Benoit.

C: Je ne l'ai pas fait, votre honneur.

J: Ne portiez-vous pas cinq bagues sur vous quand on vous a arrêté?

C: Elles appartiennent a mon ami. Il me les a données.

J: Plaidez vous coupable ou non coupable?

C: Non, votre honneur, je ne suis pas coupable.

Activity 5 Working in the Language--Role Playing

B. 1 Medical Services Dialogs: Admission à l'Hopital (AH) Patient (P)

AH: Bonjour. Quel est votre nom?

P: Je m'appelle Marie Dupont (Jean Durant)

AH: Qu'est-ce que vous avez?

P: J'ai une très vive douleur au coté.

AH: Comment allez vous payer la note?

P: Voilà ma carte medicale.

AH: Parfait. Allez dans la deuxième salle.

P: Merci beaucoup. Comme ça me fait mal !

B. 2 L'infirmière (I) Le malade (M)

I: Où cela vous fait mal?

M: Au bras gauche, là. Il est cassé?

I: Je ne crois pas. Qu'est-ce qui vous est arrivé?

M: Je suis tombé dans les escaliers.

I: Je suis desolée. Le docteur va venir.

M: Oh, il va m'opérer?

I: Ne vous inquiétez pas. Ce n'est pas si grave.

M: Merci. Vous êtes très gentille.

B. 3 Technicien des rayons x (T) Le malade (M)

M: Bonjour. J'ai besoin d'une radiographie de la poitrine.

T: Très bien. Venez par ici.

M: Un moment. Est-ce que cela va me faire mal?

T: Une radiographie ne fait pas mal du tout.

M: Dois-je enlever ma chemise?

T: Non, seulement les medaillons si vous en portez.

M: Quand est-ce que je vais connaître les résultats?

T: Demain. Au revoir.

Activity 5 Working in the Language--Role Playing

C.1 Social Services: Conseiller d'orientation a l'emploi (C-E) Client (C)

CE: Puis-je vous aider?

C: J'ai besoin d'un travail.

CE: Quel était votre dernier emploi?

C: Dans une ferme pour la culture du tabac. Mais je préfère travailler en usine.

CE: Êtes-vous interessé par une formation?

C: Eh bien, ce dont j'ai besoin juste maintenant, c'est d'argent.

CE: Vous pouvez en gagner pendant que vous apprendrez. Avez-vous votre numéro de sécurité sociale?

C: Oui, c'est 526-06-4987 (cinq deux six zéro six quatre neuf huit sept) Merci beaucoup.

C. 2 Réceptioniste (R) Client (C)

R: Bonjour. Qu'y a-t-il pour votre service?

C: J'aimerais un rendez-vous avec l'assistant social. Je peux le voir maintenant?

R: Je suis desolé mais il est occupé pour le moment. Est-ce que demain après midi a deux heures conviendrait?

C: Non, je travaille l'après midi. Il est libre le matin?

R: Oui. Pouvez-vous venir a dix heures?

C: Oui, parfait. Est-ce que je dois amener mon voisin que parle anglais?

R: Non. ça n'est pas nécessaire. L'assistant social parle français.

C: Quelle chance ! Je vous verrai demain a dix heures.

Activity 5 Working in the Language--Role Playing

D. 1 Travel Services: Employe d'hotel (E) Voyageur (V)

E: Avez-vous fait une réservation?

V: Oui, je l'ais faite par téléphone.

E: Écrivez votre nom sur sette carte, s'il vous plait.

V: J'ai une chambre seule avec double lit, n'est-ce pas?

E: Oui, Monsieur, c'est le numéro trois cent sept.

V: Y a-t-il des lettres ou des message pour moi?

E: Pas encore. Je vous le ferai savoir. Bonsoir.

V: Merci, beaucoup. Bonsoir.

D. 2 Rental Agent Traveller
Louer (L) Voyageur (V)

L: Oui, Monsieur. (Madame) Qu'y a-t-il pour votre service?

V: J'aimerais avoir une voiture économique.

L: Eh bien, nous en avons beaucoup. Nous essayons encore.

V: Combien coûte une Vega par jour?

L: Treize dollars plus dix cents par mile.

V: Est-ce que l'air conditionné et la radio sont compris dedans?

L: Oui. Voulez-vous une assurance en cas d'accident?

V: Oui. Voilà mon permis et ma carte de crédit.

D. 3 Guide (G) Voyager (V)

V: Avez-vous une explication en francais?

G: Oui, la prochaine commence a trois heures de l'après midi.

V: J'ai une demi-heure. Est-ce qu'il y a un restaurant près d'ici?

G: Oui, le restaurant et les salles de bain sont au bout de ce couloir.

V: Combien coûte le billet d'entrée?

G: Le musée est gratuit. Mais si vous voulez faire une donation voilà la boite.

V: Je reviens à l'instant avec une glace.

G: Je suis desolé mais il est interdit de manger ou de fumer dans le musée.

Activity 5 Working in the Language--Role Playing

E. 1 Education: Professeur Bilingue (PB) Un parent (P)

PB: Bonjour. Je vois que vous avez deux enfants que ne vont pas encore à l'école.

P: Oui. Charles a quatre ans et le bébé deux.

PB: L'école d'à coté a un programme pour les enfants de quatre ans.

P: De quoi s'agit-il?

PB: Eh bien, il y a des cours bilingues qui aident vraiment les enfants que ne parlent pas anglais.

P: Oui, mais c'est cher n'est-ce pas?

PB: Non, Monsieur. Cela ne coûte rien. Il a lieu deux heures par jour.

P: Très bien. D'accord. J'aimerais y envoyer Charlie.

E. 2 Conseiller d'orientation (C) Etudiant (E)

E: Vous parlez francais, n'est-ce pas?

C: Oui, un peu. Entrez vous asseoir. Que puis-je faire pour votre service?

E: Vous voyez, je ne comprends pas le professeur de mon cours d'algèbre.

C: Est-ce que c'est la langue ou la matière qui vous pose des problèmes?

E: Eh bien, le professeur n'est pas patient avec moi et il parle si vite..

C: Aimeriez vous changer de cours? Il y a un professeur d'algèbre qui parle francais.

E: Oui. Inscrivez moi à ce cours. Quand a-t-il lieu?

C: A une heure vingt dans la salle trente deux.

Activity 5 Working in the Language--Role Playing

F. 1 Government Service: L'officier du Service d'Immigration (OSI) Voyageur (V)

V: Bonjour. J'ai une invitation pour une visite aux Etats-Unis.

OSI: Oui, Monsieur. Cette invitation vient du Département d'État

V: Oui, ils m'ont invité à rester deux mois.

OSI: Vous êtes journaliste, n'est-ce pas?

V: Oui, je suis editeur du Figaro.

OSI: S'il vous plait, remplissez ce formulaire.

V: Soit dit en passant, je lis et j'écris l'anglais assez bien, mais je le parle très peu.

OSI: Ne vous inquiétez pas. Nous avons ici d'excellents interprètes qui vous aideront.

F. 2 Officier des douanes (OD) Voyageur (V)

OD: Bienvenue aux Etats-Unis.

V: Ah, vous parlez francais. Comme c'est bien !

OD: Avez-vous quelque chose a déclarer?

V: Oui, voilà ma déclaration.

OD: Merci. Avez-vous amené des animaux ou des légumes?

V: Non, Monsieur. Rien de tel.

OD: Ouvrez votre sac, s'il vous plait.

V: Certainement.

Activity 5 Working in the Language--Role Playing

G. 1 Directeur Administratif International (DAI) Chef d'une Corporation (CC)

DAI: Bonjour, je suis heureux d'être avec vous à Nice.

CC: C'est une joie de vous revoir. Nous sommes à votre service comme toujours.

DAI: En revoyant votre dernière déclaration de revenu nous avons remarqué quelques problèmes qui affectent vos gains habituels.

CC: Oui, nous ne savons pas pourquoi nous gagnons moins. Nous vendons pourtant plus que jamais.

DAI: C'est probablement parce que vos frais d'organisation ont augmenté.

CC: Vous avez raison. Que devons nous faire maintenant pour éviter la faillite?

DAI: Dans des cas de ce genre, nous étudions tous les aspects de l'administration pour trouver le domaine où il y a perte d'argent.

CC: Très bien. Commençons tout de suite. Je démissione.

G. 2 Cassier (Ca) Client (Cl)

Ca: Bonjour. Puis-je vous aider?

Cl: Je veux verser ces chèques dans mon compte d'épargne.

Ca: Ca va. Mais il vous faut d'abord remplir une forme de dépôt.

Cl: Je l'ai déjà fait. La voilà.

Ca: Merci. Aussi il faut endosser les chèques.

Cl: Voilà mon livret de banque.

Ca: Bon. Maintenant j'y peux mettre l'intérêt.

Cl: Alors, il y a la question de mon cadeau pour avoir fait un dépôt d'épargne. Qu'est-ce que c'est?

Ca: C'est ce que vous aviez toujours voulu. Une photo du président de la banque!

Activity 5 Working in the Language--Role Playing

A. 1 Polizei: Polizist(P) Verkehrssünder (V)

P: Ihren Führerschein bitte.

V: Hier ist er. Was habe ich getan?

P: Haben Sie nicht die Höchstgeschwindigkeit gelesen?

V: Jawohl. Es ist 30 nicht wahr?

P: Vielleicht in Deutchland aber wir sind nicht in Berlin.

V: Warum muss ich 25 Dollar bezahlen?

P: Es tut mir leid, aber dies war eine Schulzone.

V: Ja, jetz sehe ich das Schild.

A. 2 Richter (R) Sünder (S)

R: Wie heissen Sie?

S: Ich heisse Rick Escholz (Inge Weiner)

R: Sie sind beschuldigt einen Juwelier beraubt zu haben.

S: Ich habe es nicht getan.

R: Haben Sie nicht 5 Ringe bei sich gehabt als Sie festgenommen wurden?

S: Ein Freund hatte sie mir gegeben. Es waren seine.

R: Plädiren Sie schuldig oder nicht?

S. Nein, Herr Richter, ich bin unschuldig.

Activity 5 Working in the Language--Role Playing

B. 1 Medizinische Behandlung: Krankenhaus Einlieferung (K) Patient (P)

K: Guten Tag. Wie heissen Sie?

P: Ich heisse Karl Schubert (Heidi Reichman)

K: Wo tut es weh?

P: Ich habe einen starken Schmerz in meiner Seite.

K: Wie werden Sie die Rechnung bezahlen?

P: Hier ist mein Krankenschein.

K: Gut. Gehen Sie bitte zun sweiten Zimmer.

P: Vielen Dank. Es tut furchtbar weh.

B. 2 Krankenschwester (K) Patient (P)

K: Wo tut es weh?

P: Mein linker Arm. Hier oben. Ist er gebrochen?

K: Ich glaube nicht. Was ist passiert?

P: Ich bin auf der Treppe gefallen.

K: Es tut mir leid. Hier kommt der Arzt.

P: Wird er an mir operieren mussen?

K: Keine Sorgen. Es ist nicht so schlimm.

P: Danke. Das war nett von Ihnen.

B. 3 Roentgenarzt (R) Patient (P)

P: Guten Morgen. Ich brauche eine Roentgenaufnahme.

R: Gut. Kommen Sie bitte mit.

P: Einen Moment. Wird es weh tun?

R: Roentgenaufnahmen tun doch nicht weh.

P: Muss ich mein Hemd (meine Bluse) ausziehen?

R: Nein, nur Ketten oder dergleichen, wenn Sie so etwas tragen.

P: Wann werde ich das Ergebnis erfahren?

R: Morgen. Auf wiedersehen.

Activity 5 Working in the Language--Role Playing

C. 1 Sozialdienst: Arbeitsberater (A) Besucher (B)

A: Kann ich Ihnen helfen?

B: Ich suche eine Arbeit.

A: Wo haben Sie zuletzt gearbeitet?

B: In einer Tabakfabrik, aber ich möchte woanders arbeiten.

A: Möchten Sie geschult werden?

B: Ich muss unbedingt etwas verdienen.

A: Sie können verdienen während Sie lernen. Haben Sie Ihre Steuerkarte?

B: Hier ist sie. Vielen Dank.

C. 2 Empfang (E) Besucher (B)

E: Guten Morgen. Was kann ich für Sie tun?

B: Ich möchte einen Termin mit einen Sozialarbeiter machen. Geht es jetzt?

E: Er ist jetzt leider beschäftigt. Vielleicht heute nachmittag um zwei?

B: Nein, dann arbeite ich. Geht es morgens?

E: Ja. Können Sie um 10 kommen?

B: Das geht. Soll ich jemanden mitbringen der Englisch spricht?

E: Das ist nicht notwendig. Er spricht Deutsch.

B: Gut. Bis morgen um 10.

Activity 5 Working in the Language--Role Playing

D.1 Reisedienst: Hotelempfangschef (H) Gast (G)

H: Haben Sie sich angemeldet?

G: Ja, ich habe angerufen.

H: Füllen Sie bitte diese Kaarte aus.

G: Ich habe ein Einzelzimmer mit einem Doppelbett, nicht wahr?

H: Jawohl. Es ist Zimmernummer 307.

G: Gibt es Post für mich?

H: Nocht nicht, ich sage Ihnen Bescheid. Guten Abend.

G: Vielen Dank. Guten Abend.

D. 2 Autovermietung (A) Kunde (K)

A: Kann ich Ihnen helfen?

K: Ich möchte ein sparsames Auto mieten.

A: Davon haben wir viele. Wir versuchen schwerer.

K: Wie teuer ist ein Volkswagen am Tag?

A: $13 und 10 cents den Kilometer.

K: Hat er Klimaanlage und Radio?

A: Ja. Wollen Sie auch Versicherung?

K: Ja. Hier ist mein Führerschein and meine Kreditkarte.

D. 3 Führer (F) Besucher (B)

B: Haben Sie Führungen auf Englisch?

F: Ja. Die nächste beginnt um drei Uhr.

B: Das ist in einer halben Stunde. Gibt es hier ein Restaurant?

F: Ja, Restaurant und Toilette befinden sich am Ende des Ganges.

B: Wie teuer ist die Eintrittskarte?

F: Das Museum ist umsonst, aber Sie können eine Spende geben.

B: Ich komme gleich wieder. Ich hole nur etwas Eiscrem.

F: Es tut mir leid, aber es ist im Museum verboten zu essen und zu rauchen.

Activity 5 Working in the Language—Role Playing

E. 1 Schulung: Zweisprachiger Lehrer (L) Eltern (E)

L: Guten Tag. Sie haben zwei Vorschulkinder.

E: Ja. Karl ist vier und das Baby zwei.

L: Die Schule in der Nähe hat ein Programm für Vierjahrige.

E: Was ist es?

L: Es gibt zweisprachige Klassen die den Kindern helfen die nicht gut Englisch sprechen.

E: Das muss wahrscheinlich viel kosten?

L: Nein. Es kostet gar nichts. Es sind zwei Studen am Tag.

E: Gut. Ich möchte Karl gerne dorthin schicken.

E. 2 Berater (B) Schuler (S)

S: Sie sprechen Deutsch - nicht wahr?

B: Ja ein wenig. Setzen Sie sich bitte. Was kann ich für Sie tun?

S: Ich verstehe den Lehrer in meiner Mathematikklasse nicht.

B: Ist es eine Schwierigkeit mit der Sprache oder mit dem Buch?

S: Der Lehrer hat keine Geduld mit mir und er spricht zu schnell.

B: Möchten Sie Klassen wechseln? Es gibt einen anderen Lehrer der Deutsch spricht.

S: Gut. Ich möchte in die Klasse. Wann ist sie?

B: Um 1:20 in Zimmer 32.

Activity 5 Working in the Language--Role Playing

F. 1 Regierung: Auslandsdienst (A) Reisender (R)

R: Guten Tag. Ich habe eine Einladung die USA zu besuchen.

A: Ja. Die Einladung kommt vom Ausserministerium.

R: Ja. Sie haben mich für zwei Monate eingeladen.

A: Sie sind Zeitungsreporter, nicht wahr?

R: Ja. Ich bin der Redakteur von .....

A: Füllen Sie bitte dies Formular aus.

R: Ich schreibe und lese Englisch ziemlich gut, aber sprechen tue ich wenig.

A: Keine Sorgen. Wir haben gute Dolmetscher, die Ihnen helfen werden.

F. 2 Zollbeamter (Z) Reisender (R)

Z: Willkommen in den USA.

R: Sie sprechen Deutsch. Wie schön.

Z: Haben Sie etwas zu verzollen?

R: Ja, hier ist meine Zollkarte.

Z: Danke. Haben Sie Tier-oder Pflanzenprodukte bei sich?

R: Nein. Nichts davon.

Z: Bitte öffnen Sie Ihren Koffer.

R: Gern.

Activity 5 Working in the Language--Role Playing

G. 1 Internationale Marktwirtschaft: Marktwirtschaftler (M) Firma (F)

M: Guten Tag. Ich freue mich wieder hier in München zu sein.

F: Es freut uns Sie wiederzusehen. Wir stehen zu Ihren Diensten.

M: Während wir uns Ihr Einkommensergebnis ansahen, bemerkten wir einige Probleme, die Ihren Verdienst beeinträchtigen.

F: Ja, wir wissen nicht warum wir weniger einnehmen. Wir verkaufen mehr als zuvor.

M: Wahrscheinlich kommt es daher, dass sich Ihre Werkkosten erhöht haben.

F: Das stimmt. Was sollen wir tun um nicht Konkurs zu machen?

M: In solchen Situationen studieren wir alle Verwaltungsangelegenheiten um herauszufinden, wo Geld verloren wird.

F: Fangen wir gleich damit an. Ich höre auf.

G. 2 Bankangestellter (B) Kunde (K)

B: Guten Tag. Kann ich Ihnen helfen?

K: Ich möchte Geld auf mein Konto einzahlen.

B: Gut. Sie müssen aber einen Einzahlungsschein ausfüllen.

K: Habe ich schon getan. Hier ist er.

B: Danke. Sie müssen aber auch den Scheck unterzeichnen.

K: Hier ist mein Sparbuch.

B: Gut. Jetzt kann ich die Zinsen einschreiben.

K: Jetzt bekomme ich noch mein kleines Geschenk. Was ist es?

B: Etwas was Sie immer wollten. Ein Bild unseres Bankpräsidenten.

Student Worksheet A
Name:

Activity 6 Career Exploration

Choose two of the following career sites that interest you:

_____ Travel Agency (Travel Agent, Tour Planner, Director)

_____ Vocational Rehabilitation Center (Counselor)

_____ Hospital Emergency Room (Nurse, Medical Aide, X-Ray Technician, Admissions Personnel)

_____ Police Department (Chief, Sargeant, Detective)

_____ Employment Office (Counselor, Recepcionist, Typist)

_____ Social Services Department (Social Worker, Speech Therapist, Psychologist)

_____ Fire Department (Fire Fighter, Fire Chief)

_____ Telephone Company (Overseas Operator, Installation Crew)

_____ Bank (Teller, Manager)

_____ Department Store (Credit Manager, Customer Service Personnel, Buyer, Salesperson)

_____ Multinational Corporation Headquarters (Personnel Manager, Comptroller)

_____ Library (Librarian, Public Relations Workers)

In parenthesis are some suggested occupations which you may wish to investigate.

Spanish

Activity 6 Career Exploration Student Worksheet B
Planning Worksheet-used by group

Career Site to be Visited:_____

Occupation(s) to be Investigated:_____

_____

Visitation Date:_____ Class Presentation Date:_____

Contact Person at Site:_____

Committee Members:_____

_____

_____

_____

NOTE: Each committee will prepare an oral report for the class using the target language and based on information gathered.

Worksheet C - Career Information Form - is provided to help you at the career site.

To help you ask it in the language . . . .

¿Me da una descripción de su trabajo?

¿Quiénes aquí hablan otro idioma en su trabajo diario?

¿Es necesario saber otro idioma para: hablar con la gente?
traducir?
leer?
escribir?
entrevistar?
dar instrucciones?
vender en el extranjero?

¿Cuáles son los requisitos del trabajo? ¿Los estudios? ¿El entrenamiento?

Más o menos, ¿cuánto paga? ¿Cuántas horas trabaja uno a la semana?

Según su parecer, ¿cuáles son las ventajas o desventajas?

French

Activity 6 — Career Exploration

Student Worksheet B
Planning Worksheet-used by group

Career Site to be Visited: _____

Occupation(s) to be Investigated: _____

_____

Visitation Date: _____ Class Presentation Date: _____

Contact Person at Site: _____

Committee Members: _____

_____

_____

_____

NOTE: Each committee will prepare an oral report for the class using the target language and based on information gathered.

Worksheet C - Career Information Form - is provided to help you at the career site.

To help you ask it in the language. . . .

Donnez-moi une description de votre travail.

Qui d'entre vous parlent une autre langue dans son travail cotidien?

Est-ce qu'il faut connaître une autre langue pour parler avec les gens?
traduire?
lire?
écrire?
faire des enquêtes?
donner des instructions?
vendre à l'étranger?

Quelles sont les conditions nécessaires pour ce travail? Les études?

Combien gagne-t-on environ? Combien d'heures travaille-t-on par semaine?

D'après vous quels sont les advantages et les inconvenients du travail?

Activity 6 Career Exploration

German

Student Worksheet B
Planning Worksheet-used by group

Career Site to be Visited: _____

Occupation(s) to be Investigated: _____

_____

Visitation Date: _____ Class Presentation Date: _____

Contact Person at Site: _____

Committee Members: _____

_____

_____

_____

NOTE: Each committee will prepare an oral report for the class using the target language and based on information gathered.

Worksheet C - Career Information Form - is provided to help you at the career site.

To help you ask it in the language. . . .

Geben Sie mir eine beshreibung von ihrer arbeit.

Gibt es angestellte mit einer zweitsprache?

Bei welcher Arbeit ist eine zweite Sprache hilfreich?

Wird die zweite Sprache gebraucht mit den Kunden sprachen?
zum übersetzen?
zum lesen?
zum schreiben?
zum interviewen?
zum anweisungen geben?
im ausland verkaufen?
anderes?

Was ist das Arbeitsklima? Die Arbeitsausbildung?

Was ist ungefähr das Gehalt? Wie viele Stunden arbeiten Sie pro Woche?

Was sind die Vorteile oder die Nachteile?

Student Worksheet C
Career Information Form
Name:

Activity 6 Career Exploration

Place Visited: _____

Address: _____ Phone: _____

Occupation(s): _____

Contact Person: _____

Job Description(s): _____

_____

_____

Are there any employees using a second language in their daily work? _____

In which positions is the knowledge of a second language helpful?

_____ _____ _____

Is the second language needed in: (Refer to Worksheet B to help you say this in the language.)

dealing with the public?	_____
translating?	_____
reading?	_____
writing?	_____
interviewing?	_____
giving instructions?	_____
selling out of the U.S.?	_____
other?	_____

JOB REQUIREMENTS

Education: _____ Special Training: _____

Language Training: _____

INFORMATION

Salary range: _____ Hours per week: _____

Uniform required: _____ Working Conditions: _____

Employment outlook: _____ Advantages or Disadvantages (or both) _____

_____

_____

Aspects of this career which seem most interesting: _____

_____

_____

Student Worksheet
Name:

Activity 7 - Minidramas

India:

France:

Germany:

Spain:

Activity 7 Minidramas - Script

Number 1: In an imaginary city in India. Mrs. Jones, a shipping agent for Wall Shipping Company is to arrange shipment of some rare art objects to the United States. Mr. Nandara is an art dealer in India.

Mr. N: Ah, Mrs. Jones, Come in.

Ms. J: Good morning, Mr. Nandara.

Mr. N: How nice of you to come visit us. Please sit down over here.

Ms. J. Thank you. How have you been?

Mr. N: Fine, fine. It is good to meet you. I understand that your husband does not travel with you.

Ms. J: No, His business does not permit it. Mr. Nandara, how is your wife and family? You have several children I believe.

Mr. N: Yes, yes (embarrassed). All my family is well. Would you like some tea?

Ms. J: Actually, I'd prefer a coke. I'll just step out in the hall and get it.

Mr. N: Oh, please. I'll have someone bring it in.

Ms. J: Well, in the meantime we can discuss the contract. I have some items I must check with you.

Mr. N: You have traveled so far. We are glad that you could come.

Ms. J: It's nice to be here. Your country is beautiful.

Mr. N: Oh, have you seen our mountains?

Ms. J: No, no yet, not yet.

Mr. N: We have a car. I could call my wife to bring it down and we could all go see the mountains this afternoon.

Ms. J: Well, I hope to get to see them if I can get away from my work. As you know, we have to get this contract signed and arrange the shipment of the merchandise.

Mr. N: Ah, I see. Well, that is fine. We can talk and have some tea together. (A man enters carrying tea and a coke on a try. He places the items on the table.)

Ms. J: Would you like to sit down and join us?

Mr. N: (Embarrassed) No, Mr. Sumatra will remove the tray, Mrs. Jones.

Ms. J: Well, I hope I will have time to get better acquainted with you and your family. I understand your office coordinates shipments from all parts of the country.

Mr. N: Yes, Mrs. Jones. Let's enjoy these beverages.

Ms. J: Fine.

Activity 7 Minidramas - Script

Number 2: Mr. Smith is an American auditor visiting Mr. Massa, the manager of the Motorola office in Paris.

Mr. S: Glad to meet ya. I'm Tom Smith from New York. Sorry I'm late.

Mr. M: It is a real pleasure to meet you, Mr. Smith. Please sit down.

Mr. S: Thank you. Say, where is the water fountain on this floor? I'm really thirsty! (Mr. Massa looks puzzled)

Mr. M: Oh . . . you want to drink some water. I have a bottle of mineral water here by my desk. Sit down please. My secretary will bring you a glass.

Mr. S: Great. This is just what I need. What kind of water is this?

Mr. M: Is there something the matter? You don't like perrier? You would prefer, perhaps, water that is not carbonated?

Mr. S: No, no. It's OK. I was just surprised. You speak very good English. I guess that's why they chose you for this job.

Mr. M: Actually I have very little need for English here in Paris.

Mr. S: But you speak so well. My French isn't good at all, so if it's all right with you we'll just continue in English. Okay?

Mr. M: Yes, of course, if you want. . . .

Mr. S: Tell me, what's going on outside? I had a terrible time getting here through all those people. The streets are blocked all over this area.

Mr. M: Oh yes, there is a military parade this afternoon. It's magnificent. Very important.

Mr. S: Oh, really?

Mr. M: May I suggest that we leave now in order to have time for lunch before our meeting.

Mr. S: Oh, don't worry about me. I don't need anything fancy. We can just grab something on the way to the factory.

Mr. M: Grab something?

Mr. S: You know, just a snack--a sandwich--so we won't waste any time.

Mr. M: Please, you are my guest. I know a very nice place near here.

Mr. S: No, really. Anything is fine. I always eat a big breakfast. Starts the day off right.

Mr. M: As you like. Very well.

Activity 7 Minidramas - Script

Number 3: A restaurant in Berlin. Mrs. Kleindienst and Mr. Brown are seated at a table with some other clients of the restaurant.

Ms. K: I am sure my husband will be here any minute. It is so nice of you to meet us here for dinner, Mr. Brown.

Mr. B: I'm just plain old Dick Brown. Just call me Dick. I'm sorry I was late. I thought dinner was at your home.

Ms. K: Well, our home is such a busy place. We thought it would be better here in the restaurant.

Mr. B: Oh, look, Mrs. Kleindienst. Those people have left that table over there. Shall we move over there to have our own table?

Ms. K: I am sure these people do not mind if we occupy the same table with them.

Mr. B: I'm just anxious to talk to Fritz a lot more. I have some ideas for the promotion of sales here in Berlin.

Ms. K: Mr. Kleindienst will be glad to hear about your ideas. You have come from so far. It will be good for you two to get better acquainted.

Mr. B: I was telling Fritz about a contest we had in the States and I'm sure the same idea will really boost sales here.

Ms. K: A contest you say?

Mr. B: Yes, the salesmen were competing for a new car and they really went all out!

Ms. K: I see. Would you like some bread, Mr. Brown?

Mr. B: Thank you. (He reaches for the bread as she removes it.)

Ms. K: Well, perhaps a little later then. Mr. Kleindienst will be here any moment I am sure.

Activity 7 Minidramas - Script

Number 4: Miss Green, a representative of Hershey's Chocolate Company in Pennsylvania is in Madrid to finalize a contract with Mr. Rivera's company. They are meeting in a sidewalk café.

Ms. G: (wearing a pantsuit and carrying a briefcase) Oh, there you are. I'm sorry I was late. I had so many business appointments this morning and nothing seemed to go according to my schedule.

Sr. R: It is all right. I was enjoying myself here in this comfortable place. Do you want coffee? Psssst (Mr. Rivera motions to the waiter to bring another cup of coffee.)

Ms. G: Yes, OK. We still have time to look at these contracts before the meeting tonight, don't we? (moves chair slightly back)

Sr. R: Yes, we have lots of time. Madrid is so beautiful this time of year. It is nice to be here in this beautiful place. (moves chair closer) Don't you think so?

Ms. G: Yes, it is great here.

Sr. R: I was wondering if you would like to go to the theatre tonight. (moves chair closer) My wife picked up some tickets for a García Lorca play.

Ms. G: A what? Oh, yes, a play. Well we have that meeting tonight and it may last til quite late. (moves chair away)

Sr. R: Oh, that is all right. We always to to the second showing.

Ms. G: You do? What time does that start?

Sr. R: At eleven. (moves chair closer)

Ms. G: We can get all the signatures on the contract early tomorrow morning so I can catch a late afternoon plane back to Pennsylvania, right? (Miss Green motions to the waiter to bring her the check)

Sr. R: You are my guest here in Madrid, Miss Green. (takes check from the waiter) I am afraid tomorrow it will be impossible to get signatures because it is a big fiesta here in Madrid. It is our Patron Saint's Day.

Ms. G: Isn't that a church festival? Surely business will go on as usual.

Sr. R: Everyone celebrates this fiesta, Miss Green. You will enjoy it with us tomorrow. . . .

SCRIPT FOR FILMSTRIP "There is a Language in Your Career"

For use with manual filmstrip viewer and cassette player. Each time you see the symbol "+" move the filmstrip one frame. Begin by focusing the filmstrip using the "focus" slide. Advance one frame into black and begin the audio cassette.

Music - "papier" + (Title frame)

Teacher: (talking about verb etre + Je suis - tout le monde...

Class: Je suis; tu es; + il est; elle est; nous sommes; + vous etes; ils sont; elles sont. +

Teacher: Tres bien. Michel, faites attencion; Will you please pay attention.. + Continuons - Ou est le professeur?

Michael: What am I doing here? + Why am I studying this language? When will I ever use it? + Maybe I could be a + racecar driver or maybe + a fashion photographer. +

Teacher: Ou est Jennifer? +

Class: Jennifer est ici.

Teacher: Jennifer est ici. + Jennifer est en classe?

Class: Oui, Jennifer est en classe.

Teacher: Elle est en classe?

Class: Oui, elle est ici. +

Teacher: Oui, elle est ici.

Student: Oui, elle est ici.

Teacher: Tres bien. + Etes-vous technicien des rayons X? +

Student: Oui. Je suis technicien des rayons X. +

Technician: Come with me now to the X-Ray room to have your picture taken. +

Teacher: Etes-vous commissaire?

Student: Oui. Je suis commissaire. +

Travel Manager: Your luggage will go by air freight to New York and then will be forwarded to our branch office in Philadelphia. +

Teacher: Êtes-vous economiste de gouvernement?

Student: Oui. Je suis economiste de gouvernement. +

Government Economist: This plane will be built in Europe so our students will need technical education in a foreign language. +

Teacher: Êtes-vous technicien electronique?

Student: Oui. Je suis technicien electronique. +

Technician: The transmission of these impulses requires a simple press of the button, although it's more complicated than that. +

Teacher: Êtes-vous telephoniste?

Student: Oui. Je suis telephoniste. +

Telephone worker: Can you hear me more clearly now? +

Teacher: Êtes-vous bibliothecaire?

Student: Oui. Je suis bibliothecaire. +

Librarian: You see, sir, this is our new cataloguing system. I think the book you are looking for should be right here. +

Teacher: Êtes-vous dans la recherche medical?

Student: Oui. Je suis dans la recherche medical. +

Researcher: With your discoveries and ours, together we should be able to develop a vaccine that will control this disease. +

Teacher: Michael, will you stop daydreaming and pay attention please. Come back to the real world. We're here in class now! +

Michael: I wonder if I'd really have a better chance at a job if I knew a language. +

Narrator: There are jobs for career-trained personnel with language and cross-cultural skills. + Here are some want ads from the <u>New York Times</u>. + You could be a language teacher or administrator + an overseas engineer working and living abroad + a bilingual physician + an international accountant working in Europe + a community planning director in an hispanic community + a purchasing consultant for raw materials + or a marketing director for international sales in a corporation. +

Teacher: Michael, pay attention + please pay attention--will you please pay attention! +

Michael: This isn't for me. I'll never use a language anyhow. + I'm going to drop this course. + (black)

Music + (Ten Years Later) Music + (Michael pointing finger)

Airport sounds louder + (Michael at currency exchange) Air France French announcement + (Michael on escalator) "Air France Flight 050 departure to Paris, immediate boarding Gate Number 4" + (Michael with briefcase) Airplane sounds + (black) soft, whistling plane sounds + (small plane view) louder whistling sounds + (large plane view) + (runway below and lights) -- beginning airport sounds in Paris + (Michael at customs sign) -- continued airport sounds + (Michael with coat on arm) -- street and car noises + (Michael at taxi) -- car door opening sound + (Michael opening door) -- door closing sound +(Moulin Rouge signs)

Michael: Take me to the Hilton hotel + (Folies sign) please, + s'il vous plait (Hotel Lobby) + Music...(Michael yawning) + (black) + (Michael at desk)...

In summary, let me say that we can assure prompt delivery, + an attractive package, and reliable service. +

French Girl: (says that the offer presented by the German + (View of Michael) businessmen the day before was better) +

French Man No. 1: (says that the Germans are able + (View of Michael) to offer the same service and the product is as good) +

French Man No. 2: (says to Michael that the Germans can handle + (view of group) the business in French. +

"Thank you, Mr. Smith.+ We will think about this project. We have other possibilities. Perhaps we'll call upon you. Au revoir...+ (black slide) +

Michael: (in phone booth) Bonjour Monsieur. I haven't heard from you and since I'm at the Cafe de la Rue right around the corner from you I thought I'd drop off the proposed contract which I finally got translated into French. + Could I come to your house?

French Man No. 2: This is not possible at my home. + I prefer to meet you at the cafe.

Michael: Fine. + Hmmmm. I wonder why he didn't want me to come to his home. These French people certainly are not very friendly. + They must not like Americans. I sure don't understand the way these Frenchmen are acting. Guess I wasn't very well prepared for this assignment. Maybe this is what they call culture shock. +

(CULTURE SHOCK)

Voice: Boy, I remember when I was working in Barcelona. That was a real case of culture shock. I felt so helpless. It made me homesick for my own surroundings. In a foreign country the smells seem peculiar, the food is different, all the familiar signs and symbols of home are missing. I was desperate for someplace to go where I could feel comfortable again. I began to think the Spanish people around me didn't accept me. I even tried speaking louder so as to be understood. I began asking myself, "What am I doing here anyhow?" + (black slide)

Music ... + (Three item statement)

Narrator: Preparation for an overseas assignment involves three main considerations. First you must be able to cope with culture shock. You have to learn about the ways and customs of the people you are visiting before you go to their country. Second, you must avoid offending your hosts and hostesses. Things you do or say while fine at home could be interpreted as offensive in the context of a different culture. Third, you must get the job done. No one will respect you as a professional if your work is inadequate or incomplete. +

Here is Jack Anderson, a banker in Frankfurt, Germany. He represents the Second International Town Bank and is the regional manager in West Germany. + He did his undergraduate work in accounting and also did graduate work in banking and finance. While he was a college student he studied German and + spent two summers in Germany studying the culture and way of life of the people. Now in his role as Overseas Manager, + he speaks German constantly and his success in accomplishing the assignment depends on his ability to understand German culture, + to avoid offending his German colleagues, and to exercise his technical knowledge of banking. +

Here are astronauts Thomas Stafford, Vance Brandt, and Donald Slaton who recently completed a joint international space linkup with the Russian ship Soyuz. These three men have logged thousands of hours in technical training as pilots, engineers, + astronauts, and navigators. They were chosen for this assignment because of their career preparation. In addition, they each were required to learn how to perform + certain tasks using the Russian language so that they could communicate clearly with their Russian colleagues the cosmonauts, Alexiv Leonov and Valery Kubisov. To do this, they studied Russian for a thousand hours. Even with this training and similar training in English on the + part of the cosmonauts, the language barrier was one of the greatest technical problems encountered in the entire linkup project. + The translators for the Americans and the Russians + required additional hours of training in the highly specialized technical vocabulary. +

Astronaut: It's been a real pleasant experience to work on learning Russian and to be able to work with the cosmonauts. I think we'll have some ideas that would probably help people in the future on similar tasks. + (black slide)

Music...+ (Foreign Language Jobs in U.S.A.)

Narrator: Any career you choose will require some technical training. Up to this point we have barely mentioned the domestic job market, jobs that are available right here in the United States. + For a domestic job in which knowledge of a foreign language gives you an advantage, you must first complete your career training. + Your major skills are your career skills. Language is an adjunct or extra skill that combines with your technical skill to make you a more attractive and often a more effective worker. + Your career training may require a high school or vocational school diploma...or two years in a community or vocational college +

or even extended graduate study. It may also require actual + on-the-job training within a company + or an apprenticeship program, but all of these are jobs which you may be able to perform better + if you can speak a foreign language. A lot of them are jobs that people of all nationalities depend upon. Some day a person who does not know English might need your professional help. +

(Summary)

Narrator: Point Number One. + Get your career training first. Any career you choose is good and if you combine it with your knowledge of a foreign language you may even be more employable than your colleague who cannot speak another language. +

Point Number Two. Your language learning must include the correct vocabulary as well as cultural concepts so that you can understand the culture you work in and so you can communicate across cultural barriers. +

Take it from Michael who wishes he had stayed in French class...

Michael: What can you do with a language? Well, you can use it in almost any profession or occupation you choose. Remember your language is an additional skill which may get you a job or a promotion + in the tight job market of the future.

What kinds of jobs are available? + Some of the most exciting jobs available today require a language as an adjunct skill.

How can one qualify for those jobs? + The secret is to find the right combination of technical training and language skill.

What other kinds of training do you need? + To insure total communication and to really get the message across you must have more than language skill. + You must understand the way of life, the values and beliefs of other people. + There is a language in your career and a career in your language. +

Music ... (titles)

Minidramas Script -- for use with a manual filmstrip projector and audio cassette. Focus filmstrip using "focus" slide, advance one frame manually (black slide) and begin the audio. The sign " + " means advance a slide.

French Minidrama: Music +

Smith: Hi, Glad to meet you. I'm Tom Smith from New York. Sorry I'm late. +

Massa: It is a pleasure to meet you, Mr. Smith. Please sit down. +

Smith: Thank you. Say, where is the water fountain on this floor? + I'm really thirsty! +

Massa: Oh, you want to drink some water. I have a bottle of mineral water here by my desk. + Sit down please. My secretary will bring you a glass. +

Smith: Great. This is just what I need. + What kind of water is this? +

Massa: Is there something the matter? You don't like perrier? + You would prefer, perhaps, water that is not carbonated. +

Smith: No, no. It's OK. + I was just surprised. You speak very good English. I guess that's why they chose you for this job, isn't it? +

Massa: Actually I have very little need for English here in Paris. +

Smith: But you speak so well. My French isn't good at all, so if it's all right with you we'll just continue in English. + Okay?

Massa: Yes, of course, if you want...+

Smith: Tell me, what's going on outside? I had a terrible time getting here through all those people. The streets + are blocked all over the area.

Massa: Oh yes, there is a military parade this afternoon. It is magnificent. Very important. +

Smith: Oh, really?

Massa: May I suggest that we leave now in order to have time for lunch before our meeting. +

Smith: Oh don't worry about me. I don't need anything fancy. We can just grab something + on the way to the factory.

Massa: Grab something? +

Smith: You know, just a snack--a sandwich--so we won't waste any time. +

Massa: Please, you are my guest. I know a very nice place near here. +

Smith: No, no, really. Anything is fine. I always eat a big breakfast. Starts the day off right. +

Massa: As you like; very well... Music + (into black slide)

Spanish Minidrama: Music...+

Green: Oh, there you are. I'm sorry I was late. + I had so many business appointments this morning and nothing seemed to go + according to my schedule.

Rivera: It is all right. + I was enjoying myself here in this comfortable place. Do you want coffee? +

Green: Yes, OK.

Rivera: Pssst. +

Green: We still have time to look at these contracts before the meeting tonight, don't we? +

Rivera: Yes, we have lots of time. + Madrid is so beautiful this time of year. + It is nice to be here on such a magnificent day. Don't you think so? +

Green: Yes, it is great here. +

Rivera: I was wondering if you would like to go to the theatre tonight. + My wife picked up some tickets for a Garcia Lorca play. +

Green: A what? Oh, yes, a play. + Well, we have that meeting tonight and it may last til quite late. +

Rivera: Oh, that's all right. We always go to the second show. +

Green: You do? What time does that start? +

Rivera: At eleven. +

Green: We can get all the signatures on the contract early tomorrow morning so I can + catch a late afternoon plane back to Pennsylvania, right? +

Rivera: You are my guest here in Madrid, Miss Green. + I am afraid tomorrow it will be impossible to get signatures because it is a big fiesta here in Madrid. It is our Patron Saint's Day. +

Green: Isn't that a church festival? Surely business will go on as usual. +

Rivera: Everyone celebrates this fiesta, Miss Green. You will enjoy it with us tomorrow. Music...+ (into black slide)

Brown
Kleindienst = Kl

German Minidrama: Music...+

Kl: It is so nice of you to meet us here for dinner, Mr. Brown. I am sure my husband will be here any minute. +

Brown: I'm just plain old Dick Brown. Just call me Dick. + I'm sorry I was late. I thought dinner was at your home. +

Kl: Well, our home is such a busy place. We thought it would be better here in the restaurant. +

Brown: Oh, look, Mrs. Kleindienst. Those people have left that table over there. Shall we move over there to have our own table? +

Kl: I am sure these people here do not mind if we occupy the same table with them. +

Brown: I'm just anxious to talk to Fritz a lot more. I have some ideas for the promotion of sales here in Berlin. +

Kl: Mr. Kleindienst will be glad to hear about your ideas. You have come from so far. It will be good for you two to get better acquainted. +

Brown: I was telling Fritz about a contest we had in the States and I'm sure the same idea will really boost sales here. +

Kl: A contest you say? +

Brown: Yes, the salesmen were competing for a new car and they really went all out! +

Kl: I see. Would you like some bread, Mr. Brown? +

Brown: Thank you.

Kl: Well, perhaps a little later then. + Mr. Kleindienst will be here any moment I am sure.

Music...+ (into black slide)